

1984

Clinical Psychology Doctor of Philosophy Policies and Procedures Handbook 1984-1985

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Clinical Psychology Doctor of Philosophy

Policies and Procedures Handbook

1984-1985

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Clinical Psychology
Doctor of Philosophy

POLICIES AND PROCEDURES
HANDBOOK

1984-1985

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INTRODUCTION

The Department of Psychology welcomes you to graduate study at Nova University. Because of the competitive nature of the application process for the Ph.D. in Clinical Psychology you can be assured that you have distinguished yourself by your academic and professional achievements.

The Department has many resources available to you during your training years at Nova. In addition to the faculty and your fellow graduate students, you will have access to libraries, schools, hospitals, clinics, and professional organizations. It is important, however, that you remember that the successful completion of your graduate training will rest with you more than anyone else.

This handbook was designed in order to familiarize you with the specific policies and procedures governing the Clinical Psychology Ph.D. program. Knowledge of this handbook's contents, as well as of the Behavioral Sciences Center Bulletin, will be essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your career and to refer to it frequently. The Ph.D. program is continuing to evolve and periodically will reflect changes in curriculum, research, practicum, and other requirements. Since these changes will occur primarily in order to better train the students to meet the needs of society, the Department normally will allow students whose programs are already in progress to take advantage of any such changes.

Organizationally, the Ph.D. program in clinical psychology exists within the Department of Psychology which is part of the Behavioral Sciences Center. The Center is directed by Dr. John M. Flynn. The Department of Psychology is headed by a chairperson, Dr. Frank DePiano, and the Director of Clinical Training is Dr. Glenn Caddy.

Accreditation

Nova University is accredited by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states. The Ph.D. program is also fully accredited by the American Psychological Association.

Advisement

Prior to entering the program each new Ph.D. student will be assigned an academic advisor. YOUR ADVISOR IS THE SINGLE MOST IMPORTANT PERSON YOU WILL ENCOUNTER DURING THE EARLY PHASE OF YOUR TRAINING. Discuss your interests, career goals, special problems encountered in your training, etc., with your advisor. Your advisor must approve and sign your registration record form prior to registering for course work each semester. A list of all advisee assignments can be found at the end of this handbook.

CLINICAL PSYCHOLOGY PROGRAM PHILOSOPHY

The Clinical Psychology Program leading to the Doctor of Philosophy degree at Nova University adheres firmly to the principle that psychology is an empirically based discipline.

The program also is committed to the proposition that clinical psychology will contribute most to the society which supports it if the education of the clinical psychologist provides for the acquisition of the roles both of the scientist and the practitioner. The focus of the program is the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis being placed on the development of sophistication in applied clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary man, woman, and child can our society gain the knowledge needed to provide solutions to these problems now and in the future. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. From this base, through a sequence of formal clinical and other courses, and through graded exposure to clinical populations in supervised practica, the program imparts the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Training designed to promote the individual expression of special interests is available through elective involvements.

These electives provide the opportunity for the development of expertise in a variety of specialities such as family therapy and couples interaction research, child/clinical psychology, biofeedback, hypnosis, behavioral medicine, addictive behavior, and the applied analysis of behavior. While involvement in these various elective sequences provides considerable flexibility for the students as they establish specialized interest areas, nevertheless, a commitment to the behavioral perspective in both assessment and therapy is a distinctive feature of the program. In addition, the program provides advances within clinical psychology.

The commitment to the development of strong collegial relationships between faculty and students is a hallmark of the program. Throughout the program, the development of such relationships facilitates the tutorial processes directed to research and clinical endeavor and maximizes the support available to the students as they strive for scholarship in and mastery of the role of the clinical psychologist.

Former students of the program have provided psychological services in a number of settings. Some have chosen to work in academic settings, others in medical schools, and still others as agency administrators. The majority of the graduates, however, have opted to provide direct clinical services in settings which permit them to utilize their clinical training as well as their training in program and outcome evaluations.

ADMISSIONS

Recruitment

The program recruits students on a national level and advertises through a variety of national publications and various brochures.

Typically, hundreds of requests for application materials are received each year. Of those who make these requests approximately 35% return completed applications. As the program continues to gain recognition, these numbers will continue to increase. Consequently, the already competitive nature of the screening process for admission to the program becomes even more competitive.

Policy

Several factors, including previous grades, Graduate Record Examination (GRE) scores, and Advanced Psychology scores are considered in evaluating prospective students for the doctoral program. In addition a psychology or related undergraduate or graduate major is required. Other factors considered in assessing students' potential to do doctoral level work in clinical psychology include previous research and/or clinical experiences, letters of recommendation, and the applicant's personal statement of career interests and goals. Completed applications must be received by the Registrar's Office by February 15 of the calendar year for which admission is desired.

Procedures

The following steps constitute the procedures for screening and evaluating students for admission to the Ph.D. program.

1. All materials from applicants should be received by the Registrar's Office by February 15.
2. Each applicant is rated by members of the Admissions Committee.
3. Applicants are rank ordered according to this rating. Rankings are presented to the entire faculty for review and approval.
4. The top 20 applicants are extended offers.
5. As applicants refuse offers, "alternates" are extended offers until the total number of slots is filled.
6. All applicants not extended offers are so notified.

Minority Students Recruitment

The faculty continues to strengthen its efforts toward recruiting qualified minority students for the clinical psychology program. A subcommittee on minority graduate students has been established to explore creative ways of expanding the opportunities for minority individuals within the clinical program. Efforts are currently under way to develop a system for identifying promising minority students at the high school or early undergraduate year levels in order to ensure that they receive appropriate training and preparation for graduate level study in clinical psychology. In addition, the Minority Graduate Student Locator service is utilized in order to encourage qualified minority applicants to make application to Nova. Detailed information concerning

minority policies can be found in the pamphlet entitled "Minority Student Opportunities in Psychology." The Admissions Committee has developed a plan to recruit and to facilitate the successful completion of degree requirements by minority students within the Ph.D. clinical psychology program. The plan consists of the following procedures:

I. Recruitment

1. Enrollment of the Department of Psychology, Nova University with the Minority Graduate Student Locator Service, Graduate Record Examinations Board, for the purpose of generating a roster of minority students' names and GRE scores for intended doctorate level psychology majors. From this list of names, the department actively solicits minority students to apply to the program.
2. Recruitment advertising for students interested in applying to the Ph.D. psychology program in selected newsletters and other publications whose circulation is that primarily of minority faculty, professionals, and students, including APA Board of Ethnic Minority Affairs, minority psychological organizations, national minority mental health research and development centers, and minority oriented internship centers.
3. Recruitment advertising via letter to minority student organizations at selected universities, especially local undergraduate institutions.
4. General recruitment advertising via letter to chairpersons of psychology departments throughout the country with a notation stating, "We are actively seeking applications from qualified minority students."
5. Recruitment of promising master's level of psychology students from the master's degree programs, Department of Psychology, Nova University.
6. Inclusion of the brochure from the Department of Psychology encouraging the application of minority students with (a) general letters and recruitment posters to psychology departments, and (b) application forms sent to minority students.

II. Financial Aid

1. In coordination with the Minority Fellowship Program of APA, the selection of an appropriately qualified minority candidate for acceptance into the Ph.D. program and to offer full financial support via tuition waiver (provided by Department of Psychology) and stipend to defray cost of books, living expenses, etc. (provided by the Minority Fellowship Program).
2. Provision of a total of two full tuition waivers for two minority students beginning in the 1983-84 academic year to be maintained in subsequent years by the department.
3. Inclusion of a brochure developed by the Financial Aid Office, Nova University to describe the generally available sources of federal and state supported financial aid for graduate students, including student loans, etc.
4. Inclusion of a cover letter from the Admission Committee, Department of Psychology to describe and summarize all of the generally available sources of financial aid for graduate students, including government loans, tuition waivers, and teaching assistantships within both the undergraduate and graduate psychology programs, and low cost student housing opportunities.

III. Maintenance of Minority Students in Program

1. Recruitment and hiring of minority faculty members within the Ph.D. clinical psychology program in order to facilitate professional role modeling for minority students.
2. Ongoing orientation of administrators, faculty, and students via seminars, colloquia, curriculum development, etc. to the particular needs of minority students and the clinical issues relevant to understanding and intervening with minority populations.
3. Provision of a vehicle for minority student involvement at the administrative and programmatic levels by providing for minority student representation in faculty meetings and within other relevant department and university committees.

Admission to Candidacy

A student is admitted to candidacy for the Ph.D. degree only when he/she has completed all coursework requirements for the program and has successfully defended the dissertation proposal before the faculty.

Before a student may defend his/her dissertation proposal, the Dissertation Committee Chairperson must contact the Registrar's Office and obtain a copy of the student's transcript. The transcript must be checked for completion of all courses and cleared by the Dissertation Committee and the Chair of the Department prior to the dissertation defense.

When the student has successfully completed his/her dissertation proposal, the Chair of the Dissertation Committee should notify the Registrar's Office accordingly, with a copy of that notification also forwarded to the Director of Clinical Training and the Department Chair.

Upon admission to candidacy, the student must complete the dissertation research, satisfactorily defend the research, and submit an approved dissertation.

Admission to Advanced Standing

Students of the program may petition to have graduate courses taken at another institution applied toward their education at Nova University. Students wishing to have their credits evaluated for transfer must submit course descriptions and other supportive documentation to their academic advisor for review and decision. Demonstration of

the equivalence of the course(s) proposed for acceptance as transfer credit is the responsibility of the student.

TRANSFER CREDIT POLICIES IN THE PH.D. PROGRAM

The Curriculum Committee recommends that the following policy be adopted regarding the transfer of credit into the Ph.D. program:

1. Up to 6 semester hours can be transferred in by the student's advisor.
2. Up to an additional 9 hours can be transferred in by the Curriculum Committee upon petition by the student and with the approval of the student's advisor and of the faculty member who teaches the areas covered by the courses being transferred. (Procedurally this is current policy, but the 15 hour limit is new.)
3. An additional 9 hours can be transferred in using the same procedures as in #2 but with the provision that the student must take an equivalent number of elective hours. That is, if the student transfers in 6 hours above the 15 in #1 and #2, then he/she must take an additional six hours of electives. (This is a new policy.)

With these policies, a maximum of 24 semester hours can be transferred; 15 hours can be used to reduce the number of courses taken in the program while the additional 9 hours would not reduce the total number of hours.

PETITION FOR TRANSFER CREDITS

The following are the procedures to be used in petitioning the Curriculum Committee for transfer credit:

1. The student should discuss the request with his/her advisor.
2. If the advisor concurs, then the student should contact the relevant faculty member in each content

area in which transfer credit is being requested. While different faculty members may require different documentation, typically the student should supply course syllabi, names of textbooks used, course requirements and anything else which will be useful in permitting the faculty member to evaluate a course of another institution. The faculty member must approve the transfer request in writing prior to the petition coming to the Curriculum Committee.

3. The petition to the Committee should state succinctly what the student is requesting. It must include statements of approval from the student's advisor and from the faculty members responsible for the content areas of the requested transfer courses.
4. The petition should be delivered to the Director of Clinical Training who will present it to the Committee together with his recommendations.

PH.D. PROGRAM ENROLLMENT OPTIONS

In order to retain student status in the Ph.D. program, students must be registered continuously each semester under one of the following categories until all program requirements are met:

I. Active Student

A. Full-time Status

1. For the purposes of fulfilling the residence requirement, students are considered to be full-time if they are registered for at least 9 credit hours each semester.
2. For the purposes of financial aid, students who have met the residence requirement, and who are making satisfactory progress toward degree completion, are considered to be full-time when registered for less than 9 semester hours in any of the following:
 - (a) PSY 860 Clinical Internship
 - (b) PSY 850 or 851 Dissertation
 - (c) PSY 852 through 858 Continuing Dissertation Advisement

B. Part-time Status

A part-time student is one who registers for less than nine hours of course work and who is not considered full-time as defined above. Students must complete the three-year residency requirement of full-time study before registering as part-time students.

II. Inactive Student

A. Leave of Absence

Students who must interrupt their studies for an adequate reason such as illness, may be granted a leave of absence. Students must apply for leaves of absence to the Departmental Chairperson. If granted, the leave shall be for a stated period of time, normally not to exceed one year. (Tuition: None)

B. Registration in Absentia

Students who are required to be away from the University but who do not qualify for a leave of absence may be granted permission to register in absentia. (Note: Students on internship do not register in absentia.) (Fee: \$250 per semester)

Students who interrupt their studies without a leave of absence or registering in absentia will be assumed to have terminated their studies. Such students must reapply for admission if they wish to continue the program at a later date.

REQUIREMENTS FOR THE PH.D. IN CLINICAL PSYCHOLOGY

In order to be awarded the Ph.D. in Clinical Psychology the student must successfully complete requirements in the following four areas:

General Curriculum Requirements

Practicum Requirements

Research Requirements (including the dissertation)

Clinical Internship

Curriculum Requirements

A total of 105 credit hours is required for the Ph.D. in Clinical Psychology. Required courses include:

Research and Methodology

PSY 576 Computer Laboratory I
PSY 577 Computer Laboratory II
PSY 712 Design of Psychological Studies (with lab)
PSY 643 Multivariate Statistical Methods
PSY 745 Research Practicum I
PSY 746 Research Practicum II
PSY 747 Individual Research Project I
PSY 801 Theory of Psychological Tests
PSY 850 & 851 Dissertation
PSY 852-856 Continuing Dissertation Advisement

General Core

PSY 726 Advanced Learning: Analysis of Complex Human Behavior
PSY 701 Developmental Psychology I
PSY 702 Developmental Psychology II
PSY 715 Social Psychology
PSY 725 History and Systems of Psychology
PSY 772 Psychophysiology
PSY 786 Seminar in Behavior Disorders

Clinical Assessment

PSY 625 Techniques of Assessment I (Intellectual)
PSY 626 Techniques of Assessment II (Behavioral)
PSY 627 Techniques of Assessment III (Personality)

Clinical Content and Intervention

PSY 620 Professional Issues & Ethics
PSY 728 Therapy Intervention I (Behavior Modification)
PSY 729 Therapy Intervention II (Psychotherapy)
PSY 803-804-805-806 Supervised Clinical Practicum

Elective Courses within the Behavioral Sciences Center include:

PSY 628 Clinical Neuropsychology
PSY 641 Multiple Linear Regression & Correlation Analysis
PSY 660 Theories of Personality
PSY 670 Community Psychology
PSY 730 Therapy Intervention II (Multiple Client Therapy)

PSY 731 Behavior Therapy
 PSY 748 Individual Research Project II
 PSY 750 Developmental Disability and Treatment
 PSY 751 Language Development and Pathology
 PSY 752 Cognitive and Moral Development
 PSY 753 Seminar in Childhood Behavior Disorders
 PSY 775 Marital and Family System: Theory, Assessment
 and Intervention
 PSY 777 Advanced Topics Seminar I
 PSY 778 Advanced Topics Seminar II
 PSY 779 Advanced Topics Seminar III
 PSY 780 Advanced Topics Seminar IV
 PSY 784 Seminar in Current Issues in Biofeedback
 PSY 785 Psychopharmacology
 PSY 790 Seminar in Behavioral Medicine
 PSY 791 Seminar in Addictive Behavior
 PSY 792 Seminar in Sexual Dysfunction
 PSY 795 Advanced Seminar in Behavior Treatment &
 Outcomes
 PSY 815 Teaching Practicum

Elective courses outside the Behavioral Sciences Center include:

GMP 5003 Introductory Economics
 GMP 5010 The Political and Legal Environment of
 Organizations
 GMP 5020 Organization Behavior and Development
 GMP 5030 Human Resource Management
 GMP 5055 Industrial Planning
 GMP 5200 Seminar in Organization Theory & Human
 Resources
 GMP 5240 Advanced Organization Development
 GMP 5200 Career Development
 GMP 5320 Management Communications
 GMP 5340 Public Productivity Improvement:
 Techniques & Evaluation
 GMP 5340 The Managerial Women
 GMP 5381 Managing Stress
 GMP 5390 Practicum
 GMP 5400 Grants & Contracts
 GMP 5410 Health Systems
 GMP 5420 Current Issues in Health Management
 GMP 5430 Health Administration and Management
 GMP 5440 Health Policy & Planning
 GMP 5450 Public Administration Theory & Practice
 GMP 5460 Administrative Law
 GMP 5480 Public Policy Analysis & Procedure
 GMP 5490 Management Practices in the Public Service
 Sector
 GMP 5510 Statistical Quality Control
 GMP 5600 Operations Research & Systems Analysis
 GMP 5730 Environmental Economics

GMP 5760 Management by Objectives
GMP 5770 Managerial Decision Making
GMP 5790 Research Methods in Business
GMP 6000 Crime & Justice in North America
GMP 6010 Criminal Justice Theories & Typologies
GMP 6020 Law Enforcement & Security
GMP 6030 Policy Issues in Crime Control &
Constitutional Law
GMP 6040 Research Methods for Criminal Justice
GMP 6070 Juvenile Justice
GMP 6100 Organizational Behavior--Management Theory
& Personnel Administration in Criminal
Justice
GMP 6110 Advanced Administrative Functions
Managerial Effectiveness & Politics of
Criminal Justice
GMP 5050 Managerial Economics for Decision Making
GMP 5051 Economics of Human Resources

To reduce the load on students in any one semester some supervised clinical practica, experimental research programs, and electives are offered each summer.

Students who wish to meet the coursework requirements for licensure as a Clinical Psychologist are recommended to examine the licensure guidelines of the state to which they intend to make licensure application. In some states the required courses of the Doctor of Philosophy program are not sufficient to meet that particular state's licensure requirements. In particular, elective courses such as PSY 627 (Techniques of Assessment III), PSY 628 (Neuropsychological Assessment) PSY 660 (Theories of Personality) are required courses for licensure candidacy in some states.

TYPICAL COURSE SEQUENCE

Year I - Semester I - Fall

	Credits
PSY 726 Advanced Learning: Analysis of Complex Human Behavior	3
PSY 701 Developmental Psychology I	3
PSY 725 History and Systems of Psychology	3
PSY 772 Physiological Psychology	3
PSY 620 Professional Issues and Ethics	1
PSY 830 Colloquium I	1
Total	<u>14</u>

Year I - Semester II - Spring

PSY 745 Research Practicum I	3
PSY 576 Computer Laboratory I	2
PSY 627 Techniques of Assessment (Personality & Projectives)	3
PSY 786 Seminar in Behavioral Disorders	3
PSY 626 Techniques of Assessment (Behavioral)	3
PSY 831 Colloquium II	1
Total	<u>15</u>

Year II - Semester I - Fall

PSY 712 Design of Psychological Studies	3
PSY 746 Research Practicum II	3
PSY 577 Computer Laboratory II	2
PSY 625 Techniques of Assessment (Intellectual)	3
PSY 803 Practicum (Assessment)	3
Total	<u>14</u>

Year II - Semester II - Spring

PSY 643 Multivariate Statistical Methods	3
PSY 747 Individual Research Practicum	3
PSY 728 Therapy Intervention I (Behavioral)	3
PSY 804 Supervised Clinical Practicum	3
Total	<u>12</u>

Year III - Semester I - Fall

PSY 801 Theory of Psychological Tests	3
PSY 729 Therapy Intervention II (Individual Client Therapy)	3
PSY 805 Supervised Clinical Practicum	3
Elective	3
Total	<u>12</u>

Year III - Semester II - Spring

PSY 715	Social Psychology	3
PSY 806	Supervised Clinical Practicum	3
PSY 731	Therapy Intervention III (Behavioral)	3
	Elective	<u>3</u>
	Total	12

Year IV - Semester I - Fall

PSY 807	Supervised Clinical Practicum	3
PSY 850	Dissertation	6
	Elective	<u>3</u>
	Total	12

Year IV - Semester II - Spring

Psy 851	Dissertation	6
	Elective	3
	Elective	<u>3</u>
	Total	12

Year V

PSY 860	Clinical Internship	<u>2</u>
	TOTAL DEGREE CREDITS	105

The aforementioned reflects a sequence of courses which is commonly taken by students of the program. The Ph.D. degree, however, does not involve nor should it be seen to involve a lock step sequence of courses. Thus, within the confines of the prerequisite sequences that are required within the curriculum, students are free to explore with their advisor an individualized course sequence that will best meet their educational goals and timetable.

There are a number of applied research courses within the program including the Research Practicum, the Individual Research Project and the Dissertation. Typically, there is little relationship between the amount of time that it takes

to complete a three credit course in a non-research area and the undertaking of a research requirement of equal credit loading. It is unrealistic to expect that training to produce excellence in research can be encapsulated within the limited number of applied research courses that are provided in this curriculum. It is important to understand, therefore, that the credits applied against the research courses reflect an exercise in academic bookkeeping rather than a legitimate index of projected effort and time equivalence required in these research courses.

It is crucial to the success of a student in the program that he/she engages in the active pursuit of research that will result ultimately in the level of independence in research that is reflected in the completion of the dissertation. Students are encouraged to develop research apprenticeships with faculty early in the program and to appreciate that research requires a great deal of time, energy, patience, commitment and planning. For all these reasons it is crucial that students become involved in research from their earliest week in the program.

Master of Science in Psychology

Students enrolled in the Ph.D. Program in Clinical Psychology may earn, as an intermediate degree, the Master of Science in Psychology. The curriculum for this degree consists of 36 hours of courses which are normally taken during the first two years of the Ph.D. Program. The required courses are PSY 628, PSY 625, PSY 626, PSY 701, PSY

712, PSY 725, PSY 726, PSY 745, PSY 772, PSY 786, and PSY 803. In addition, four hours of electives must be taken. Prior to being awarded the Master of Science in Psychology Degree, students will be evaluated by the faculty to assess their competencies in academic performance, clinical skills, and research skills. Graduates with this degree will not be certifiable or licensable as a psychologist and should not expect to provide psychological services on the independent practitioner level. Rather, this degree will be utilized by the Ph.D. student to demonstrate master's level achievement.

Practicum Policies and Requirements

The Clinical Practicums of the doctoral program in clinical psychology are intended to provide the pre-intern level student with a series of therapeutic intervention experiences. The practicums afford an opportunity to apply techniques derived from the theoretical foundations and empirical findings available within the discipline of psychology. In the course of the practicums the student will gain experience with issues of ongoing assessment and therapy with confidentiality, and with numerous other aspects of the client-therapist relationship. These experiences, fostered through service-oriented positions in clinical settings, represent the focus of the practitioner component of the program.

Approximately 45 days prior to the end of each semester, the Director of Clinical Training will request: (a) an estimate of the number of students that each faculty member

would be willing to supervise, (b) a statement from each practicum site of the number of practicum slots available for the subsequent semester and (c) an indication of any particular prerequisite skill. Immediately thereafter, the Director of Clinical Training will forward a memo to all students and request from those planning to enroll in clinical practicums during the next semester a rank ordering of their preferences for practicum placement. After the return of the preferences, the Practicum Training and Clinical Services Committee will assign each student to a practicum facility and a faculty supervisor. (Of course, an additional clinical supervision also may be assigned by the clinical service agency.)

Students enrolled in clinical practicums must contact the faculty member to whom he/she has been assigned for clinical supervision before the beginning of the semester in which the experience will be taken. Following the development of a written agreement for clinical supervision, the student and supervisor jointly take responsibility for contributing to the ongoing process and outcome of therapy.

Policies

1. Practicum placements will be made by the Chair of the Practicum Training and Clinical Services Committee, ACTING ON BEHALF OF THE COMMITTEE, during the LAST month of the semester PRECEDING THE PROPOSED PRACTICUM. Students petitioning for placement at a particular practicum site should submit their request to the Director of Clinical Training at least 30 days prior to the end of the semester preceding the one in which the practicum is to be taken. In assigning practicum sites, the Practicum Committee will give priority in assigning students to the practicum

settings controlled by the University and directly supervised by Ph.D. faculty.

2. Typically, practicum assignments will be made to clinical sites functioning under the direct control of the University. In those instances in which practicum assignments are made to a clinical service site outside the University, the execution of a letter of agreement between that site and the University must precede the assignment. This agreement will be prepared only after the Practicum Training and Clinical Services Committee has reviewed the external service site and the faculty has approved the use of that site. As a general rule, sole-practitioner private practice sites will not be approved as practicum placements. Sites with which a practicum letter of agreement has been negotiated will be reviewed and/or evaluated by the Practicum Training and Clinical Services Committee at least annually. This review will ensure that each site is in compliance with the criteria deemed by the committee to be adequate for the training of program students.
3. Course credit for clinical practicum will be awarded only when the practicum experience is approved in advance by the Chair of the Practicum Training and Clinical Service Committee acting on behalf of the Committee. No more than three credit hours of practicum training may be taken in any one semester.
4. Clinical supervisors, BOTH INTERNAL AND EXTERNAL, and their supervisees, are responsible jointly for the completion of the "Student's Contract." This document, which stipulates the obligations and duties of the student in the practicum during the semester, should be completed during the first week of the semester. Clinical supervisors are required to complete the "Evaluation of Student by Practicum Supervisor" form for each of their supervisees. Typically, in so doing, the supervisor will discuss this evaluation with the supervisee in considerable detail. This form, together with a copy of the "Student's Contract," should be submitted to the Chair of the Practicum Training and Clinical Services Committee during the final week of the semester. During this week, the student should also submit to the Chair of the Practicum Training and Clinical Services Committee a completed "Evaluation of Practicum by the Student" form. (It is recommended that students check with the Registrar's Office to ensure that practicum credits have been appropriately assigned to the transcript at the end of each semester.)

5. The time requirement for each clinical practicum should involve approximately seven hours of direct clinical contact per week, with a total commitment of approximately 10-12 hours per week. Included in this 10-12 hour requirement is a minimum of two hours per week of clinical group supervision (comprising no more than four supervisees), or one and one-half hours of individual supervision.
6. In most instances supervision will be provided from full-time faculty of the Department of Psychology. Other qualified personnel who have been approved as clinical associates by the Practicum Training and Clinical Services Committee may provide additional clinical supervision. Whenever possible these clinical associates should be licensed psychologists.
7. Participation in clinical practicums should ensure a breadth of clinical experiences. Therefore, typically no more than two required practicum courses will be taken in the same clinical service agency. It is recommended that students take practicum courses sequentially over two semesters in any one practicum site.
8. Clinical practicums taken during the summer semester will be charged at the regular summer tuition rate.

Professional Liability Insurance

All Ph.D. students are required to carry professional liability insurance. A plan is available through the University and, unless they present evidence of separate coverage, all students are required to enroll in the plan at the time of registration.

Research Requirements

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During the first semester the student's involvement usually will consist of observational and supervised experiences. In the second semester, it is generally expected that the

student will take a more active role. By the second year it is expected that the student will conduct research on a semi-autonomous basis. This involvement may result in a junior authorship for the student on a publishable manuscript. In the third year, the student should begin planning independent research which will lead to the student's dissertation. Alternately the student may serve as an advanced member in his/her advisor's research program.

As indicated in the program philosophy statement, the Ph.D. program has a strong research orientation. This orientation provokes the expectation that program graduates will exhibit competence in research and will engage in research activities following the completion of the program. During the program, they will be given the opportunity to learn research skills and the opportunity to exhibit these skills. The Ph.D. curriculum addresses this need in part, by providing the following sequence of required courses:

PSY 745 Research Practicum I

PSY 746 Research Practicum II

PSY 747 Individual Research Project I

PSY 748, Individual Research Project II, also may be taken as an elective. A student may not register for dissertation credit until after he/she has enrolled in PSY 747.

However, this caveat in no sense implies that a student may not progress with an advisor in undertaking research which ultimately will represent his/her dissertation until after the completion of PSY 747. In fact, it is

expected that the basic research work that will result in the dissertation will be completed in many instances before the first dissertation enrollment.

This sequence is structured, in part, as an apprenticeship approach to the acquisition of research skills and in part as a structured individual learning experience. It is expected that students will spend approximately 10-15 hours per week in such activities while registered for PSY 745 and PSY 746. In the more advanced phases students will be expected to develop sophistication in the conceptualization and conduct of independent research. At the completion of this sequence, the student must demonstrate competency in the conduct of research in clinical psychology by completing and reporting on a research study deemed to be of publishable quality. The dissertation, of course, represents the culmination of the student's research training as well as the final predoctoral opportunity to demonstrate the acquired research skills. At a minimum the above research sequence will prepare the student for the dissertation.

The following list of learning objectives is provided as guidelines to assist the student and his/her research advisor in planning the activities in which the student will be engaged during the research sequence:

1. Given any research article in clinical psychology, the student will be able to review it critically, point out its strengths and weaknesses in at least the following areas:

- (a) The conceptualization of the research problem.
 - (b) The formulation of the research questions/hypotheses.
 - (c) The formulation and execution of the research strategies.
 - (d) The execution of the analyses.
 - (e) The interpretation of the data and the analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.
 3. Given a research literature in a specific content area, the student will be able to summarize both the conceptual and the methodological issues.
 4. Given the above summary, the student will be able to state a research problem (or problems) which is (are) logically derived from that summary.
 5. Given a research problem, the student will be able to state one or more research questions/hypotheses which are logically derived from the research problem and which are logically related to the summary of the conceptual and methodological issues.
 6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these quotations.
 7. Given multiple methodological strategies, the student will be able to critically assess each in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility, cost effectiveness, etc.); following the assessment, the student will be able to select an optimal methodological strategy.
 8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.
 9. Given a set of research data, the student will be able to analyze them employing relevant analysis techniques.
 10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.

11. Given the above components of the research process, the student will be able to write the study in a format and style appropriate for publication in an APA journal.

While these objectives are organized isomorphic to an outline of a research publication, it is not necessary that a given student follow each objective in that order prior to doing his/her own independent research. The order is a matter of convenience; research may or may not be conducted in such an order. Nevertheless, the component research skills represented in the above objectives should be achieved by each student in the program.

Dissertation

The dissertation constitutes an original research contribution deemed to be significant enough to the development of knowledge and the discipline to justify the awarding of the Doctor of Philosophy degree. As such, the dissertation represents the culmination of the Ph.D. program. This document details the procedures for completing the dissertation as required by the Department of Psychology at Nova University. The dissertation process entails the following steps:

- I. Formation of the dissertation committee. (This committee and any subsequent change in its membership must be approved by the Chair of the Department of Psychology.)
- II. Development and writing of the dissertation proposal.
- III. Defense of the dissertation proposal.

- IV. Implementation of the dissertation research.
- V. Writing of the dissertation.
- VI. Defense of the dissertation.
- VII. Binding and submission of the dissertation.

It is strongly recommended that the student carefully read these guidelines before embarking upon any aspect of the dissertation process.

I. The Dissertation Committee

When a student has satisfactorily completed all of the required courses and with the approval of his/her faculty advisor, the student will form a dissertation committee (this is not intended to imply that a student should not initiate work on his/her dissertation prior to completion of coursework but only that the formation of the formal dissertation committee must be made at this time). The committee must consist of a minimum of three psychology faculty members, one of whom is designated as chairperson. The committee must be approved by the Chair of the Department of Psychology. A faculty member of another institution may be selected to serve as a fourth member of the committee. Before making arrangements for an outside (fourth) member, the student must receive approval to do so from the committee, The Director of Clinical Training, and from the Chair of the Department of Psychology.

Prior to asking faculty members to serve on a dissertation committee, the student should have a firm idea of the topic he/she plans to research. Many faculty members

may base their decisions to serve on a committee at least in part upon the nature of the research. It is essential for the committee chairperson to be supportive of the student's area of research.

In order to be eligible to serve as the chairperson of dissertation committee, a faculty member must have been maintained on continuous contract by the Behavioral Sciences Center.

II. The Dissertation Proposal

After the formation of the dissertation committee, the student must develop a formal dissertation proposal. While different committees may function in slightly different ways, the student should first clear the research problem for the dissertation with the committee chairperson and the committee members and the student should confer with the committee as to how he/she should proceed with the proposal.

Dissertation proposals should contain at least three major sections. These are:

1. The Statement of the Problem
2. The Literature Review
3. The Methodology to be Employed

With the committee's approval, these may be written as the first three chapters of the dissertation. Alternatively, they may be written as a proposal rather than in chapter form. Students should discuss with their committees which approach to use. Proposals must be written in APA style in

accordance with the current Publication Manual of the American Psychological Association.

Problem Statement

The first section of the proposal should provide the introduction to the problem to be addressed by the dissertation research. The problem statement should cite relevant literature as necessary to support the existence of the problem plus pertinent background information. At the conclusions of the problem statement, the reader should have a clear understanding of the problem to be addressed by the dissertation.

Literature Review

This section should critically review the literature relevant to the dissertation problem. The extent of the review is in part determined by the committee, but all relevant research directly bearing on the dissertation problem should be included. Every effort should be made to include the most recent relevant literature. Historic literature should be included only to the extent that it is directly relevant.

At the conclusion of the literature review, there should be a statement to the effect, "The problem addressed by the proposed research is. . ." This statement then should be followed by either the specific research hypotheses or by the research questions. Hypotheses in null form are not appropriate at this point in the proposal.

Methodology

While all aspects of the proposal are important, the methodology section is critical since it presents the details of the research process. While the exact content of this section will vary as a function of the nature of particular research, generally the methodology section should include the following topics:

1. Subjects (number, characteristics, population sampled, etc.)
2. Instrumentation (detailed descriptions; if tests, include indices of reliability and validity).
3. Data collection techniques (may be covered under instrumentation).
4. Procedures (give sufficient detail for an independent researcher to replicate the study).
5. Analyses (describe the analytic process whether graphical, statistical, or other).

In general, the student should assume the readers of the proposal are knowledgeable psychologists, but ones who may not be experts in the particular area addressed by the proposal.

III. Proposal Defense

Dissertation proposals must be defended publicly by the student before members of the faculty and student body. Usually it is highly desirable for the student to have run pilot studies prior to the public defense. The purpose of the pilot work should be to familiarize the student with the subject characteristics and the instrumentation and to demonstrate the feasibility of the procedures. It is not

uncommon for proposals to be modified after running pilot studies.

It is the responsibility of the Dissertation Chair to check the student's transcript to be sure that all courses have been completed prior to the defense being scheduled.

The following guidelines are to be observed in the defense process:

1. A dissertation committee member other than the dissertation chairperson preside over the defense proceedings.
2. The proposal must be accepted by all members of the dissertation committee.
3. The formal defense of the dissertation proposal must involve a public presentation.
4. The defense must provide an opportunity for the faculty and students to offer constructive criticism.
5. Two weeks prior to the defense, an official notice will be prepared by the secretary of the dissertation committee chairperson. This notice shall be distributed to all Department of Psychology faculty and doctoral students.
6. The faculty also shall receive an abstract of the proposal. A complete copy of the proposal shall be placed in the library.
7. It is the student's responsibility to obtain from at least six members of the faculty a written agreement that they will attend the defense. A minimum of 6 faculty members must be in attendance in order for the defense proposal to occur.
8. During the presentation, the student should describe the study in detail and be prepared to answer any relevant questions.
9. After the presentation, the psychology faculty present, the dissertation committee, and the defending student will remain in the room for discussion. Faculty, other than the dissertation committee, will be polled for comments. Any decision about modifications remains with the committee members.

10. It is the responsibility of the dissertation committee chairperson to see that any modification agreed upon by the committee are accurately recorded.
11. If the proposal and the defense are accepted, a memo from the dissertation chairperson should be written to the Registrar requesting that the student specify any changes or modifications that are made in the proposal. A copy of this memo should be distributed to the dissertation committee members, the Director of Clinical Training, and the student.
12. A file copy of the dissertation proposal should be given to the Director of Clinical Training.
13. Students may register for dissertation credit prior to the public defense. However, all dissertation credit will carry a grade of I (incomplete) until after the final dissertation defense.
14. If the proposal and/or the defense are not acceptable to the committee, the student must make all requested revisions in the proposal and schedule a new defense repeating the above steps.
15. After the defense, the dissertation chairperson should write a memorandum to the Registrar's Office stating that the student has successfully completed all of the requirements for the Ph.D. in Clinical Psychology and is now admitted to candidacy.

IV. Implementation of the Research

Following a successful proposal defense, the student may begin the research incorporating any modifications resulting from the defense. It is important that he/she follow the proposed procedures to the extent possible. In the event procedures must be modified, the student should clear such changes with his/her committee in order to avoid problems in the final defense. In essence, the proposal is a contract between the student and the faculty.

V. Defense

Following the completion of the research and the preparation of the written dissertation, the student is ready for his/her final defense. It is necessary for the student to have maintained frequent contact with the committee Chairperson and with the committee members prior to the final defense to avert possible last minute problems. With the consent of the Chairperson, the final defense can be scheduled. All defenses must proceed according to the following guidelines:

1. The dissertation must be typed in final form and distributed to the committee at least one week prior to the defense.
2. The defense will involve the committee members plus at least one additional member who shall be the Chair of the Department of Psychology or his/her delegate. The purpose of the additional member or members is to ensure that proper procedures have been followed.
3. The committee, including the additional members, shall receive a notice of the defense at least two weeks prior to the meeting. This notice will be sent by the secretary of the Committee Chairperson.
4. If the committee accepts both the dissertation and the student's defense of it, each member should sign and date the dissertation approval sheet. The sheet should be dated the day of the defense. The approval sheet should be held by the Chairperson of the dissertation committee until all revisions, if any, are complete at which time he/she should date and sign the final approval section of the approval sheet.
5. After the defense, the student should schedule a public presentation for the faculty and students of the Department. This public presentation shall have no bearing upon the student's dissertation.
6. When the Chairperson of the dissertation committee is satisfied that all revision (if any) have been made and that the dissertation is ready for binding, he/she will complete the form entitled "Statement of Degree

Completion" and will submit it to the Office of the Chair of the Department. The Chair will submit it to the Registrar when he/she is satisfied that the dissertation is in final form and that all degree requirements have been met.

7. AT THE TIME OF THE DEFENSE, THE DISSERTATION COMMITTEE HAS THE AUTHORITY TO ACCEPT THE DISSERTATION AND TO DETERMINE WHETHER OR NOT ALL THE REQUIREMENTS FOR THE DEGREE HAVE BEEN MET. THE DEGREE IS CONFERRED BY THE BOARD OF TRUSTEES, HOWEVER, FOLLOWING THE RECOMMENDATIONS OF THE FACULTY. THUS, THE DATE ON WHICH THE DEGREE IS CONFERRED IS DETERMINED BY THE DATE ON WHICH THE BOARD ACCEPTS THE RECOMMENDATIONS OF THE FACULTY.
8. In the event the committee does not accept the dissertation and/or the defense, the committee will prescribe what actions the student must complete prior to a new defense.

VI. Binding and Submission to the University

Following the defense of the dissertation, the student shall make any revisions indicated by the committee and then make arrangements to have the final version bound and submitted to University microfilms for inclusion in Dissertation Abstracts. The following are instructions for the binding process:

1. The Title and Author's Name is to be printed on the front of the bound copy.
2. The word "Dissertation" and the author's last name must appear on the spine.
3. A gold line should appear at the top and bottom of the spine.
4. The dissertation must be typed in APA format.
5. Bond paper with a minimum of 25% rag content must be used. It must be photocopied on the bond paper also. Strathmore Bond (or equivalent) 20 lb. paper should be used.
6. The dissertation must be bound in Dark Blue (check with the Departmental Office).

7. Four bound copies are required: the original is submitted to the library and one copy each is to be distributed to the Chairperson of the Committee, the Director of Clinical Training, and the Chair of the Department of Psychology.
8. The Departmental Office will submit an unbound copy of the dissertation to University Microfilms. This copy will be returned to the student by University Microfilms. The student must fill out the required forms and issue a check to University Microfilms.
9. The student should check with the Departmental Chair to obtain the name of an appropriate bindery.

Transcripts will be withheld and the diploma will not be issued until the bound copy of the dissertation has been received by the Chair of the Department of Psychology.

After the original bound copy of the dissertation is submitted to the library and each is distributed to the Chairperson of the Committee, the Director of Clinical Training, and the Chair of the Department. The Departmental Chair will sign the "Statement of Degree Completion" indicating that the student has completed all the requirements necessary to obtain the Ph.D. Copies of this statement shall be sent to the Registrar, the Chairperson of the dissertation committee, the Director of Clinical Training, and the student.

Additional information regarding the dissertation procedures, including sample forms and models for various dissertation sections, may be obtained from the Departmental Chair's Office.

Internship Policies and Requirements

An important component of the student's training will be provided by the internship experience. All students are required to complete a one year clinical internship experience. Usually, the internship is completed at facilities apart from those operated by Nova University. It is the student's responsibility to seek out and apply for internship opportunities and to ensure that the clinical internship he or she chooses meets the minimum requirements as stated by the American Psychological Association. Any internship not listed in the Association of Psychology Internships Center Directory must be approved by the Practicum Training and Clinical Services Committee, and should comply with the minimum requirements specified by the Council for the National Research and Health Service Providers in Psychology.

All aspects of the clinical internship application process should represent a professional, well-organized image both of the student and the Department of Psychology. Since the internship is part of the degree program, and a student on internship represents the program, both students and faculty should ensure that the internship application process is conducted in an orderly and professional manner.

Psy 747 (Individual Research Project I) and PSY 806 (Supervised Clinical Practicum) and the Dissertation Proposal MUST be completed prior to ACCEPTING the internship. In addition, many students will have completed the dissertation

prior to internship training. Students should not make application for internship training unless they are confident that these requirements can be met PRIOR TO THE ACCEPTANCE OF THE INTERNSHIP.

At the time of making application for internship it is required that students request a "letter of eligibility" (to be submitted with the internship applications) from the Director of Clinical Training. In addition, it is requested that each intern applicant submit to the Director of Clinical Training a list indicating the names of the Directors of Internship Training and the addresses and telephone number of facilities to which internship applications have been made.

Acceptable Internship Training Sites

In most instances internship listed in the most recent edition of the Association of Psychology Internship Centers (APIC) will be deemed an acceptable internship. Any internship accredited by the American Psychological Association is acceptable.

In exceptional cases, a student may formally petition the Practicum Training and Clinical Services Committee, through its Chair, to be permitted to undertake the internship in a non-APIC listed site. This petition must address each of the criteria listed below and should be submitted by February 1 in the year in which the internship is to be taken. In such instances the proposed site will be evaluated by the Committee in accordance with the following criteria for

internship training of the National Register of Health
Services Providers in Psychology:

1. An organized training program, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/certified by the State Board of Examiners in Psychology.
3. The internship agency has two or more psychologists on the staff as supervisors, at least one of whom is actively licensed as a psychologist by the State Board of Examiners in Psychology.
4. Internship supervision is provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised. At least half of the internship supervision is provided by one or more psychologists.
5. The internship provides training in a range of assessment and treatment activities conducted directly with patients seeking health services.
6. At least 25% of the trainee's time is in direct patient contact (minimum 375 hours).
7. The internship included a minimum of two hours per week (regardless of whether the internship is completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also at least two additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.
8. Training is post-clerkship, post-practicum and post-externship level.

9. The internship agency has a minimum of two interns at the internship level of training during the applicant's training period.
10. The trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.
11. The internship agency has a written statement or brochure which describes the goals and content of the internship, stated clear expectations for quantity and quality of trainee's work and is made available to prospective interns.
12. The internship experience (minimum 1500 hours) is completed with 24 months.

The student should note that a non-APIC listed internship may not meet all of the requirements for licensure in all states, and/or may limit the professional advancement of the student. Permission must also be granted by the Director of Clinical Training and the Chair of the Psychology Department.

INTERNSHIP APPLICATION PROCESS

Prerequisites to Application Process

1. Have successfully completed course requirements, including practicum.
2. Have successfully defended dissertation proposal.
3. Have contacted academic advisor to determine that you are eligible for internship.

The Practicum Training and Clinical Services Committee strongly recommends that only APA-approved internship training sites be considered by Ph.D. students. Other internship programs not approved by APA but listed in the Directory of the Association of Psychology Internships Center may be acceptable providing that these sites can be

shown to meet the minimum internship requirement of the Council for the National Register of Health Service Providers in Psychology.

It should be noted that the final responsibilities of ensuring that an internship experience will meet the requirements for the state licensure lies with the student.

Application Process

1. Review guidelines governing internship experiences (see Guidelines for Defining Supervised Experience in an "Organized Health Service Training Program").
2. Review potential internship sites in the Directory of the Association for Psychology Internship Centers (APIC) with special attention to APA-approved sites.
3. Discuss potential internship sites with faculty advisor.
4. For application to APA or APIC site:
 - a. Contact internship site directly for application.
 - b. Submit completed application to internship site.
5. For application to non-APIC site:
 - a. Develop an internship proposal with the assistance of your academic advisor, Director of Clinical Training, and the official from the proposed internship site.
 - b. The proposal should address each of the standards listed in the guidelines (Guidelines for Defining Supervised Experience in an Organized Health Service Training Program).
 - c. Submit your complete proposal to the Practicum Training and Clinical Services Committee with supportive documentation from the practicum site. The documentation should address each of the points in the guidelines.
6. Generally allow 90-120 days for the complete internship application process.

Hints for Internship Application

1. Start thinking early about what you want in the way of settings, new learning experiences and specializations. (There is a file containing many recent internship brochures for your use. Check with the secretary to the Chair for access to these materials).
2. Start requesting information in early Fall (or sooner) of the calendar year prior to the one in which you plan to do your internship.
3. Utilize the Directory of the Psychology Internship Centers. Typically, a copy is available through the Chair's Office. An alternative is to order your own copy (they are not expensive) from:

APIC Clearinghouse
Cl-Kenneth Solway, Ph.D.
Chief Psychologist
Texas Research Institute of Mental Sciences
1300 Moursundol
Texas Medical Center
Houston, TX 77030-3406

4. Augment information from the Directory by discussions with faculty and "veteran students."
5. Some considerations include:
 - a. Availability of psychologists as supervisors.
 - b. Whether internships are likely to be used as "cheap labor" (i.e., can the psychology service survive without the service provided by the interns so they have the luxury of having training and not service as their primary role);
 - c. Availability of helpful contacts (i.e., people with reputations who might serve as future job references); and
 - d. Geographic location (both in terms of "comfort" for the year and for the future should you decide to settle in the area).
6. Most applications are due in December or January but check the deadlines for each facility to which you are applying.
7. The applications for each internship site may require different forms and information.

- a. Be prepared to complete their "special" form.
 - b. If you have a pre-set personal statement include it only as an addendum.
 - c. Typically requested: number of cases with which you have worked including the diagnoses, in what setting, with that type of supervision, from what theoretical perspective, for a total of how many sessions, in group or individual, how many of what kind of tests, etc.
 - d. Some internship agencies request a transcript and resume.
8. Get some feedback on the "personal statement" you include prior to submitting it. Do not hesitate to approach a faculty member for help. It is part of the gamesmanship.
 9. Be prepared for some places requesting (even requiring) face-to-face interviews.
 - a. Site visits (especially when grouped or as part of a vacation) can offer you as much information as you provide the site.
 - b. A study of several years ago, however, indicated that (at least as it concerned applicants to graduate school) ratings of applicants were better following phone contact than following face-to-face interviews - though there are some problems with the study, it is something to think about.
 10. Familiarize yourself with the current rules binding both the internship agency and the applicants.
 - a. Internship day is quite a hectic occasion for both you and the internship faculty.
 - b. Do not be pressured into accepting a placement before the date required for an answer.
 - c. Try to consider the position of the site--top choices go quickly and an unnecessary delay in refusing a site you are not interested in can really hamper their search for another intern.
 11. APA approval is desirable but provides no guarantee that the site is an excellent one. There are good

training opportunities available at non-APA-approved sites (in all cases, be careful).

12. Some internship sites are reluctant to take more than one student from a particular clinical program. Therefore, it is recommended that students discuss their internship applications among themselves with a view toward minimizing the number of students from the program who apply to the same internship setting(s).

REPORTING PROGRESS OF INTERNSHIP

It is customary for the internship site to forward a progress report and final statement of successful internship completion to the Director of Clinical Training. However, final responsibility for ensuring that this occurs rests with each student.

INFORMATION ON THE APIC CLEARINGHOUSE

The Clearinghouse functions as a central point for information exchange between directors of professional psychology graduate program and directors of internship programs in professional psychology. Its purpose is to provide for exchange of information regarding internship candidates and positions still available after the national common period of notification and subsequent acceptance or rejection of internship offers.

The Clearinghouse serves as an adjunct to regular internship application, recruitment, and selection procedures. It is not intended to compete with, nor to offer, a preferred alternative to regular application and recruitment procedures. Use of the Clearinghouse is limited

to directors of graduate training programs and directors of internship training programs. Candidates still lacking internship positions, after the common notification period has run its course, may request that the director of their training program write the Clearinghouse in their behalf. Internship program directors may, of course, contact the Clearinghouse directly.

BEHAVIORAL SCIENCES CENTER GRADING POLICY

The following policies apply to all academic programs in the Behavioral Sciences Center. Individual programs may have additional requirements.

All degree programs in the Behavioral Sciences Center assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
PR	In Progress (used for Practicum, Dissertation, & Internship Only)	-
W	Withdraw	-

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. Some courses (for example, practicum, dissertation, and selected other courses) are graded in terms of Pass ("P") or Fail ("F").

A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses" indicated in the academic calendar and prior to the eleventh scheduled class. Prior to and including the last day to drop courses, dropped courses will be deleted from the student's record. After that date, a grade will be assigned.

"NG" is not assigned by the instructor. It is a temporary designation used by the Registrar's Office only when a grade has not been issued prior to the end of the marking period.

An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. In other than research courses, including dissertation research, a grade of "I" (incomplete) is assigned only when serious exigencies prevent completion of the course requirements. It is a prerogative of the instructor of a course to authorize an incomplete for a student. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements. Grades are normally based on what has been achieved in the regular time period of a course.

Incompletes may be assigned at the discretion of the instructor at the request of the student. Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by both the instructor and the student. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete. Such requirements might include retaking the course.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 53 weeks.
3. A grade which the student will receive if he/she does not satisfy the incomplete by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

Academic Standing

The grading policy for all graduate programs in the Behavioral Sciences Center requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

Probation. Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is awarded.
3. Three concurrent incompletes ("I") (research and clinical practicum courses are excluded) are received.

The student is allowed one year to remove the probationary status.

No student on probation will be permitted to apply for internship or dissertation credit. Additionally, a student receiving a grade of "F" in any course must repeat the course in the next semester in which that course is offered.

Dismissal. Automatic dismissal from the Ph.D. program in the Behavioral Sciences Center will occur when any of the following conditions exist:

1. Academic probation extends through 2 semesters (Summer Session not included).
2. Three or more grades of C or are awarded.
3. Two or more grades of "F" are awarded.

Any student enrolled in the program prior to the 1982-83 who at the start of the 1983-84 academic year has accumulated two (2) or more grades below "B" will be automatically dismissed from the program upon the receipt of another such grade.

Grade Appeals. The procedure for resolving student grievances is listed in section four of the University Policies on Student Relations in the Behavioral Sciences Center 1984-85 Bulletin.

Student Evaluation of Courses and Faculty

In the last week of the semester, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous opinions regarding

class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

Student Evaluation Procedures

Each student in the doctoral program is evaluated on a number of occasions while he/she is enrolled in the program, including during clinical internship. In addition to course evaluations, each FEBRUARY a formal evaluation of all students is coordinated by the Director of Clinical Training. The purpose of this evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high quality standards for the profession of psychology. Relevant information including academic achievements, clinical practicum evaluations, and research evaluations is obtained from the Registrar's Office, clinical supervisors and research supervisors, respectively. More general evaluative comments from the faculty also may be obtained through a survey format.

If, following these procedures, the student's academic advisor or the Director of Clinical Training has any reason to question the satisfactory progress of a student in the program, he/she will then bring that student to the attention of the entire faculty for additional review and comment. This faculty review procedure also may be used by any other faculty member who has serious concerns about the progress of

a student and wishes to raise these concerns before the entire faculty. Thereafter, the evaluative data collected on all students are maintained by each student's respective advisor who then provides feedback (in March of each year) to his/her advisees regarding the nature of their progress in the program.

Evaluation Guidelines

1. Academic abilities

- a. Students receiving three grades of C or less shall be automatically dismissed from the program.
- b. If a student's GPA falls below 3.0, the student is automatically placed on academic probation:
 - (1) The student then has two full semesters (excluding the Summer Session) after the semester in which the GPA fell below 3.0 to raise his/her GPA to 3.0 or higher; failure to do so leads to automatic dismissal.
 - (2) Students must adhere to the full-time student status requirements during the semester(s) they are on academic probation.

2. Research skills

- a. Students' research skills will be assessed principally through the monitoring of their meeting of the requirements for completion of PSY 745, PSY 746, a major paper (PSY 747), and a dissertation.
- b. The following are mandatory time lines for the completion of research requirements:
 - (1) A written proposal for the Major Paper must be approved by the student's research advisor by the end of the semester in which the student has enrolled for a cumulative total of 54 semester hours;* this total includes research courses and clinical practicum courses, and also includes courses with current grades of Incomplete; only credit hours for courses enrolled for and then withdrawn from are excluded from this cumulative total. Any student failing to meet this requirement shall be placed on probation; if

he/she does not have a major paper proposal approved by his/her advisor by the end of the semester following that in which the enrollment total of 54 hours was accumulated, he/she shall be automatically dismissed from the program.

- (2) The completed major paper (including any revisions) must be approved by the student's research advisor by the end of the semester in which the student has enrolled for a cumulative total of 68 semester hours;* this total is defined in the same manner as in (1) above. Any student failing to meet this requirement shall be placed on probation; if he/she does not have the major paper approved by his/her advisor by the end of the semester following that in which the enrollment total of 68 hours was accumulated, he/she shall be automatically dismissed from the program.
- (3) Other timelines for individual students (e.g, re dissertation progress) may be established by the faculty during the annual student reviews.

3. Ethical Skills

- a. Students must successfully complete the Ethics class (PSY 620) with a grade of B or better; students receiving lower grades must retake the course until a grade of B or better is achieved.
- b. Students will be required to pass two sections of a written exam regarding ethical issues:
 - (1) One section will deal with ethical issues in research; the other will deal with ethical issues in clinical practice.
 - (2) This exam will be offered biannually.
 - (3) It will be written, administered, and graded (Pass-Fail by a committee of two faculty members appointed by the Chair).
 - (4) If either or both sections is failed, it/they may be retaken up to two more times; failure to pass both portions of the exam on a total of three administrations shall lead to automatic dismissal from the program.
 - (5) Students must pass both sections of this exam prior to accepting an internship offer.

- (6) Feedback will be provided in a timely fashion to each student who takes the exam, regardless of the evaluation of his/her performance.

*Based upon the 5-year plan of study.

Clinical Competency Examination

Students are required to successfully pass a clinical competency examination prior to acceptance of their clinical internship. In addition, a general competency examination must be passed prior to the student obtaining candidacy within the Ph.D. program.

TUITION AND FEES FOR THE 1984-85 ACADEMIC YEAR

Estimated expenses for the Ph.D. Program based on an academic year of two semesters.

Tuition for Academic Year	\$ 250/credit
Registration Fee	\$ 30
Books and Supplies (additional if summer courses are taken)	\$ 550
Housing (on campus)	\$4800
Estimated Living Expenses	\$3500

Expenses outlined above are to be considered as very general estimates and they may vary by several hundred dollars, depending on individual circumstances. Some courses require additional laboratory and/or rental of equipment fees.

FINANCIAL AID

Many doctoral students are provided financial aid through teaching, clinical, and research assistantships. Students also may finance their education through student loans and work-study. Occasionally, students exhibiting special needs may be awarded a tuition waiver and be partially supported by the Department of Psychology. Such support is reserved, however, only for those students showing SPECIAL NEED and should not be anticipated by the majority of students.

The Financial Aid Office of Nova University can provide information concerning student loans and work-study support. The Department of Psychology, through its relationships with a variety of community agencies, has continued to seek as much financial support for Ph.D. students as possible. Sources of financial support available to students of the doctoral program include the following:

Clinical Positions

Some advanced Ph.D. students occasionally are hired by the various clinics affiliated with Nova University. These positions are generally awarded on a competitive basis and usually require a 20-hour time commitment per week. Supervision for these positions normally will be provided by the clinical staff at the particular clinics.

Teaching Positions

Teaching of undergraduate psychology courses is available to advanced (second year and beyond) Ph.D. students. These positions may include some travel to various off-campus

sites. Prior to teaching an undergraduate course, students may be required to complete PSY 815 (Teaching Practicum). Occasionally students are hired as teaching assistants to help to assist faculty in teaching of doctoral and master's level courses.

Research Assistantships

Sometimes faculty obtain special funds for research assistantships in conducting their research. These positions are competitive and generally are available to students at advanced levels.

STANDING COMMITTEES OF THE DEPARTMENT

Admissions and Financial Aid Committee

The Admissions and Financial Aid Committee develops and maintains procedures for student admissions in accordance with the program's policies. Its members review applicants in accordance with those procedures and make recommendations to the faculty in the form of a rank ordering of acceptable candidates.

The Admissions and Financial Aid Committee is responsible for specifying the procedures for admission in public documents describing the program. The committee maintains statistics on demographic characteristics and qualifications of the applicant pool and of those students admitted, including the geographic area from which applicants are drawn. By February 15 of each year, the Admissions and Financial Aid Committee submits to the Director of Clinical

Training a report containing information required by the sections on "application," "admission requirements," "student statistics" and "financial aid" of the publication, Graduate Study in Psychology. The Admissions and Financial Aid Committee also documents compliance of the admissions procedures with guidelines established by the APA and other relevant authorities.

The Admissions and Financial Aid Committee determines sources of financial aid for students including assistantships and fellowships and develops policies and procedures by which students may apply for and obtain such aid. Such policies and procedures should include criteria for obtaining aid and mechanisms for monitoring the amount of assistance given to the individual students. The Admissions and Financial Aid Committee recommends levels of financial assistance to be provided to entering and previously matriculated students. This process is to be completed as soon after the applicable deadline as is feasible. Finally, the Admissions and Financial Aid Committee is charged with the responsibility for developing and implementing procedures for the recruitment of minority students in the clinical psychology program. Additionally, the committee is responsible for the development of recommendations to other departmental standing committees and to the faculty as a whole for facilitating the successful completion of the program by minority students.

Library Committee

The Library Committee is charged with reviewing all orders for journals, books, and other acquisitions purchased with departmental funds. This charge includes an annual review of journal holdings to determine which journals are relevant, which, if any, should be discontinued, and which, if any, should be added to the collection. Similarly, on a periodic basis the committee will review all holdings for missing journal issues or missing books and determine which should be replaced. Faculty, staff, and students wishing to order books or materials should submit their requests to the Library Committee for review. Additionally, the committee may order relevant materials not initiated by others.

Curriculum and Program Review Committee

The Curriculum and Program Review Committee is responsible for evaluating the efficacy and efficiency of the curricula aspects of the program in meeting the goals and objectives stated in the catalog and other published descriptions of the program. The Committee develops and maintains procedures for obtaining input on the structure and functioning of the program from program faculty and students, from practicum supervisors, from administrators of supporting institutions and from other interested external parties. The Committee also documents compliance with and may recommend modifications in accordance with occasional changes which may occur in the educational guidelines established by the American Psychological Association and other authorities.

Progress reports of Committee activities, evaluative findings, and recommendations for corrective action developed by the committee are to be submitted to the Chair of the Department of Psychology and to the Director of Clinical Training at the end of each academic year.

Practicum Training and Clinical Services Committee

The Practicum Training and Clinical Services Committee has two general functions: (1) it serves as the primary mechanism for integrating applied clinical experience with academic training, and (2) it develops and monitors the clinical services offered by the Department.

As the primary vehicle for integrating applied clinical experiences with academic training, the Practicum Committee is responsible for developing and maintaining guidelines for applied training, for arranging practicum settings each semester, and for serving as a liaison between the program and practicum training facilities in the community.

The Practicum Committee reviews and evaluates clinical settings for their suitability as practicum training and internship sites in relation to professional standards for the training of clinical psychologists. The Practicum Committee recommends to the Director of Clinical Training initial and continuing approval of community agencies for providing clinical practicum and internship training. It also works with service agencies to increase the quality and quantity of applied training available to program students. Special attention is paid to the quality and intensity of

supervision provided by the agency to the training of program students.

The Practicum Committee maintains an updated roster and vitae of practicum personnel who serve as administrator contacts and as clinical supervisors. This information is available to program students and faculty at each stage of a student's training. The roster is also submitted to the Chair by May 15 each year for inclusion in the various brochures describing the program. Members of the Practicum Committee guide the student in the selection of practicum agencies which are most consistent with the educational objectives of the program and the career objectives of the student.

The Practicum Committee is responsible for establishing and renewing formal letters of agreement between the program and practicum agencies and modifying the program's standard letter of agreement to meet the specific requirements of the practicum site. It takes precaution to assure that mutual expectations between the supervisor and student are clarified at the outset of the placement and that the expectations of both are met throughout the semester of training. It is the responsibility of the Practicum Committee to develop and maintain methods of evaluating the practicum performance of students, as well as the quality of training offered by the practicum agency. Summary evaluation of students, supervisory personnel and agencies are to be provided to the

Director of Clinical Training within 10 days after the completion of each practicum.

In those situations in which the practicum agency provides funding to the student, the Practicum Committee is responsible for assuring the Director of Clinical Training that the student is not exploited as a service provider, but that the student functions as a trainee who, in the course of training, may provide expertise to the agency and to its clientele.

The Practicum Committee also is responsible for documenting compliance with guidelines established by the American Psychological Association, the Florida Board of Psychology and other relevant authorities.

In the role of developing and monitoring clinical services, the Practicum Committee is responsible for recommending policies and procedures to ensure the delivery of relevant, qualitative, and cost efficient clinical services to the public. These services are planned to provide clinical practicum experiences for students in the program.

Joint Ph.D.-Psy.D. Program Committee

This committee is comprised of faculty members from both the Ph.D. and Psy.D. program. The purpose of this committee is to provide a communication pathway between the two doctoral programs. Specifically, issues concerning shared curriculum, practicum training sites, testing and

therapy resources, and other areas in which the programs may be able to interface are of relevance to this committee.

Protection of Human Subjects in Research

The National Research Act (PL 93-348) and the Code of Federal Regulations (Title 45, Public Welfare, Department of Health and Human Services (HHS), revised January 16, 1981) provides for the protection of human subjects in research. The regulations provide that all research involving research subjects funded in whole or in part by HHS must be reviewed by an Institutional Review Board (except as noted). Additionally, the regulations require that institutions must provide "a statement of principles governing the institutions in the discharge of its responsibilities for protecting the rights and welfare of research subjects of research conducted at or sponsored by the institution, regardless of source of funding." This document is the statement of the Behavioral Sciences Center of Nova University governing research involving research subjects.

Funded Research. To comply with the federal guidelines covering the protection of research subjects, and to ensure appropriate ethical management of research programs conducted by faculty, staff, and students of the Behavioral Sciences Center, except as noted below, all funded research proposals must be reviewed by the University Institutional Review Board.

Research in the following categories is exempted from research subject review procedures by the HHS guidelines:

1. Educational research involving normal educational practices (e.g., comparison of effectiveness of instructional techniques).
2. Research involving educational tests (cognitive, diagnostic, aptitude, achievement) where the subjects cannot be identified.
3. Research involving the observation of public behavior, survey, and/or interview procedures where the subjects cannot be identified except where knowledge of the subjects' responses could reasonably place them at legal or civil liability and/or deal with sensitive aspects of the subjects' behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).
4. Research involving the collection or study of existing data, documents, records, etc. (e.g., data bank research).

Unfunded Research. All unfunded research proposed by faculty or student and identified as having potential risk to subjects must be reviewed according to the procedures outlined below. Research which has potential risk to subjects includes, but is not limited to, the following:

1. Research which involves the administration of drugs or other substances to subjects.
2. Research involving pregnant women and/or fetuses in utero.
3. Research involving incarcerated individuals.
4. Research involving subjects with life-threatening physical conditions.
5. Research involving physically intrusive procedures.
6. Research which previous experience or research (by the particular investigator or by other investigators) has shown to create a potential of risk to subjects.

7. Research which potentially could lead to the subject's legal or civil liability or to the invasion of a subject's privacy in regard to sensitive aspects of his/her behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).

Research which is regarded as not having potential risk to subjects includes the following:

1. Research specifically exempted by HHS in the above section on funded research.
2. Research involving standard, accepted psychotherapy and/or psychodiagnostic procedures.
3. Research in which the risks of harm reasonably anticipated are not greater than those ordinarily encountered in daily life or during the performance of routine procedures in education and/or the practice of psychology.

Students. All research by students which falls into one of the above stated categories of potential risk and/or which is not exempted as defined above must be reviewed.

All such unfunded research proposed by students will be reviewed with regard to subject protection by an ad hoc committee comprising of at least two of the faculty involved in supervising the proposed research. It is the responsibility of the faculty member taking primary responsibility for the research supervision of the student proposing the research to determine if the research should be reviewed, and if that determination is affirmative, to appoint the ad hoc committee.

Faculty and Staff. Each faculty or staff member must determine if the research which he/she is planning places subjects in potential risk as identified above. All unfunded research proposed by faculty or staff and identified as

having potential risk to subjects will be reviewed by an ad hoc research subjects review committee comprised of two faculty members appointed by the Director of the Center. If the researcher is in doubt about potential risk, he or she must request a review. All research undertaken must be reported annually to the Director of the Center and certified to be in one of the following categories:

1. Research subjects are (were) not at risk.
2. Research subjects are (were) potentially at risk and the research was reviewed.
3. Research subjects are (were) potentially at risk and not reviewed. (In this case, justification must be given as to why a review was not undertaken.)

General. The Institutional Review Board or the ad hoc committee shall determine either:

1. Research subjects are not as risk.
2. Research subjects are potentially at risk.

In the case of (2) (at risk), the board or committee shall approve the research only if the following conditions are met (HHS guidelines):

1. Risks to subjects are minimized.
2. Risks are reasonable in relation to anticipated benefits.
3. Selection of subjects is equitable.
4. Informed consent will be sought from each subject or subject's legally authorized representative. Such informed consent will be documented.
5. As appropriate, the safety, privacy, and/or confidentiality of subjects is insured by the research plan.

All research, funded or unfunded, will adhere to all applicable laws and ethical guidelines, including, but not limited to those of the American Psychological Association. In every instance of research conducted within the Behavioral Sciences Center, the findings of the Institutional Research Review Board or of the ad hoc committee will be documented and submitted to the Director of the Center. This documentation will be maintained for a period of seven years.

STUDENT ORGANIZATION/REPRESENTATION

Within the first month of the fall semester each incoming class elects a student who will attend faculty meetings. The two representatives from the upper classes are designated as student representatives and are permitted one vote each in all department decisions. Class representatives will call student body meetings in order to discuss program issues and formulate proposals to present to the faculty. In addition, each standing committee (admission, library, curriculum, practicum, and joint Ph.D.-Psy.D.) shall have one voting student member (elected by the student body).

Social/Athletic Involvement

Over and above the professional contact which occurs between students and faculty, there is also opportunity for interaction between students and faculty in a variety of planned social and athletic activities. These are activities which are frequently planned jointly between various faculty and student members.

DEPARTMENTAL COLLOQUIA

A weekly departmental colloquium series is provided for students and faculty. First year students are required to attend these colloquia and faculty and advanced students are expected to attend. These colloquia typically have speakers from local facilities including Nova. From time to time distinguished speakers from outside the local area are brought to Nova to present colloquia.

CLINICAL TRAINING SITES

The Department of Psychology has an ongoing relationship with a number of clinics in the area. These sites provide not only practicum training placements for graduate students but in addition offer assistantships for a number of the doctoral students. They also offer opportunities to conduct clinical research. A brief description of these sites follows.

Psychology Clinic

The Psychology Clinic, located on the ground floor of the Hollywood/Mailman Building, is primarily concerned with applied clinical research issues. The Clinic is directed by Dr. Nathan H. Azrin and is behavioral in orientation. Various applied clinical research programs coordinated by faculty and/or graduate students are directed from this site. Patients include those experiencing: depression, nervous tics and habits, marital disorders, parent-youth problems,

child conduct disorders and other more specific problems such as obesity, agoraphobia, anorexia, etc. Alcoholics are treated through arrangements with a local community agency. Inpatient problems also may be treated through contracts with South Florida State Hospital, as are also problems of severely retarded persons who receive care at the Landmark Center in Miami.

At least six practicum placements are available within the Clinic each semester. Some paid employment is also provided to Ph.D. students working within the clinic in excess of their practicum responsibilities.

Biofeedback Laboratory

The Biofeedback Laboratory of Nova University, is located as part of the Psychology Clinic. The laboratory provides research opportunities and clinical training for graduate students in the area of psychophysiology and biofeedback.

Family Violence Clinical Research Program

The Family Violence Clinical Research Program is a psychology department-based program which provides clinical training experience to doctoral students in the area of family violence, including spouse abuse and child abuse. The program director is Dr. Mary Ann Douglas. Clinical requirements of practicum students including conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the

practicum experience focuses on the problem of family violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to five practicum students are placed within the program each semester.

Mailman Family Center

The Mailman Family Center is a community resource located in its own building on the Fort Lauderdale/Davie campus of Nova University. The Family Center draws on the expertise of the Department of Psychology, the School Center, and the Center for the Advancement of Education. The Family Center provides a network of programs and resources aimed at strengthening the family and fostering the health and development of children.

The Family Center includes clinical psychological services, developmental and psycho-educational services. The focus of treatment services is on children and their family units. The director of the Family Center is Dr. Marilyn Segal. Up to six practicum students are placed at the Center each semester.

Nova University Clinic

Nova University Clinic is established as a state funded multi-site mental health clinic developed to serve the western catchment area of Broward County. As a community mental health clinic, it exists to provide direct and indirect mental health services to the persons living within its catchment area. These services include outpatient

diagnostic and treatment services, appropriate precare and aftercare services, and consultation and educationed services.

Within the Clinic there is also a specialized Children's Assessment and Treatment (CAT) Program. This program services Broward County children (up to the age of 14) and their families. The program is funded by state mental health money administered through the HRS. The program was established in 1975 as one of sixteen special children's projects in the State of Florida. Emphasizing short term interventions, the services provided include individual psychological and psychiatric assessment, family consultation for child management, group counseling for children, group counseling for parents, individual counseling for children, medication maintenance and consultation to schools and referral agencies.

Within the Clinic, students receive practicum training and, in addition, may be hired to provide clinical services on a part-time basis. Approximately six practicum slots, together with two internship placements, are provided for students at the Clinic. Supervision is provided by both staff of the Nova Clinic and by faculty. The director of the Clinic is Dr. William Dorfman.

Lock Towns Community Mental Health Center

The Lock Towns Community Mental Health Center located at 633 N. E. 167th Street, Suite 402, North Miami Beach, Florida, 33162 (phone number 305-653-6594) is a private,

nonprofit state-funded facility which provides preventive and direct mental health treatment services to the residents of North Miami Beach, Carol City, and Opa Locka. Services are rendered on a sliding fee scale basis.

Center clinical services are divided into two departments. The Assessment/Evaluation Services Department provides preadmission screening, assistance and referral; a full range of evaluative services such as psychological testing, psychiatric evaluation, psychosocial assessment, etc., crisis stabilization and/or hospital admission; and direct linkage to the Treatment Services Department for treatment plan implementation. The Treatment Services Department provides intervention to individuals, groups and families 18 years and older, suffering from neurotic, psychotic and character deficit disorders. Children and individuals whose difficulties are primarily due to substance abuse are treated via affiliate agreement at community agencies. Specialized services such as Day Treatment, Case Management and Medication Management are provided at the Center for the Chronically Mentally Ill, and geriatric populations in need of same. The orientation of the treatment is psychodynamic, with a focus on brief intervention where appropriate. Other services are provided through the Center's Day Treatment Program.

Approximately 1,000 patients are seen at the Center each year, with 20% of these receiving services at the satellite office located in Opa Locka.

All clinical staff providing psychotherapy services have a terminal master's degree or higher and are expected to provide ancillary clinical supervision to all students participating in their clinical activities. However, primary clinical and administrative supervisory responsibility remains with the clinical director/clinical psychologist who delegates the responsibility of supervising the student's nonassessment-evaluation cases to the Department Coordinators, both MSWs, to ensure weekly monitoring and assessment of functioning in psychotherapy. The Center reserves two practicum positions for Ph.D. program students per semester. The Clinical Director is E. Carol Webster, Ph.D.

The Foundation for Learning

The Foundation for Learning address is P. O. Box 350185, Ft. Lauderdale, Florida 33335 (phone 305-524-6882) is a treatment facility which serves the autistic and the developmentally disabled. The program provides the education training necessary to prevent the individual from being institutionalized, and to assist each individual to become as self-sufficient as possible. All of the programs of the Foundation are behaviorally oriented and are highly individualized.

The Foundation current operates the following programs:

The Finding Place

A training program for autistic and developmentally disabled adults geared to helping them eliminate negative behaviors and learn to substitute positive

developmental behaviors, including self-help and pre-vocational skills.

Our Place

A residential setting for developmentally disabled school-age youngsters who attend the public schools. Our Place offers on-going training after school and on weekends to reinforce the educational process and teach self-care as well as appropriate social interaction.

The Behavior Training Place

A special behavior modification program conducted on the grounds of the South Florida State Hospital aimed at helping the violent hospital patient better control his or her behavior and prepare for additional training as a means of moving from the hospital setting to a community-based setting.

The Living and Learning Place

A residential program using two wards and a group home located on the grounds of South Florida State Hospital to provide for a natural progression of less limited living situations as the patient moves from one phase to the next in a series of three phases of decreasingly restrictive living settings.

Dr. Loretta Leon is the Executive Director of the Foundation for Learning. Typically, the Foundation makes 3-4 practicum placements available to Ph.D. students each semester. The Foundation for Learning also employs on a part-time basis several students.

MISCELLANEOUS POLICIES

Library Services

The Einstein Library houses the University's collection of psychology-related journals and books. The journal collection is fairly complete for the last 20 years and the Center has been aggressively building the psychology

holdings; however, because of the youngness of the University, the collection is still deficit in some areas. Consequently, the University has established an arrangement to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to the resources of other libraries throughout the United States and Canada. The Dialogue Information Retrieval Service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving, and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The Dialogue Information Retrieval Service may be obtained from the library.

Request for Reprint Cards

Reprint request cards are provided to all faculty and graduate students. These cards may be obtained from the Departmental Chair's office. Faculty and students are urged to request reprints directly from authors instead of through the Interlibrary Loan Program; reprints are free and usually can be obtained quicker than Interlibrary Loans.

Work Policy

Work outside the University is completely independent of University and/or departmental financial support or control. Students are reminded, however, that the doctoral program is full time and that any external employment should not be permitted to interfere with a student's program obligations.

Students accepting jobs of a psychological nature have an obligation to ensure that they do not violate professional ethics or licensing standards or other laws. The independent practice of psychology by students in the program is not permitted (see APA standards for Providers of Psychological Services). It is usually in the student's interest to discuss any employment with his/her advisor.

Typing of Student's Work

The Department does not provide secretarial support to type student's work. In unusual circumstances in which such typing might be justified (i.e., manuscripts for publication, professional presentations, etc.), the student should request support through the Departmental Chair.

Use of Supplies

Clerical supplies will not be provided to graduate students.

Xeroxing Privileges

Currently, the Ph.D. students are permitted to make photocopies at their expense. This policy is subject to periodic review and revision.

Student Grievances

1. If a student has a complaint or grievance, it is strongly recommended that the student first seek informal resolution of the matter with the faculty member, administrator or office involved.
2. If, after reasonable efforts, a solution is not reached, the student should discuss the matter with the Program Director.
3. If resolution of the complaint or grievance is not forthcoming, both the student the Program Director

shall inform the Chair of the Psychology Department, who may request a written statement from both parties involved in the dispute, to include all relevant facts, every argument which the parties wish to raise, copies of all relevant documents, and a statement to the effect that the student has attempted to resolve the grievance informally.

4. The Chairman of the Department will discuss the matter with both parties to the dispute and will issue a decision within two weeks following the date of his/her initial involvement.
5. If the student is satisfied with the decision of the Chairman of the Department, the matter shall be closed.
6. If the student is unsatisfied, he or she must so notify the Director of the Center within two weeks who will render a decision regarding the matter.
7. If the student is dissatisfied with this decision, a Grievance Committee consisting of three persons will be established on an ad hoc basis. One member will be appointed by the Director of the Center, and one member will be chosen by the student involved. These two members will jointly appoint the third member. The Grievance Committee will be responsible for electing a chair to conduct the hearing, as well as establish guidelines for the proceedings. The findings of the Grievance Committee shall be final.
8. In the event the grievance involves a discrimination complaint, the Affirmative Action Office shall be informed by the Director of the Center at step 3. The Affirmative Action Officer shall work with and monitor the grievance procedure through to its conclusion.

Tax Reclamations

Under current rulings, students may claim to the IRS that their training related income during any tax year (in which they were involved full time with the program) should be tax free if the income was directly related to the fulfillment of a degree requirement. While there is a fair amount of inconsistency concerning the IRS response to this request, it is expected that many students will not be taxed on training

related work experiences. The Department will assume no responsibility in tax-related issue. Students having tax questions are advised to consult the IRS, a tax accountant, or a taxation attorney.

Registration and Drop/Add Policies

All doctoral students are required to have the formal approval of their academic advisor prior to the processing of their registration materials. This approval requires the advisor to sign a completed course approval form.

Copyright Regulations

In recent years, several institutions have been cited for copyright law violations. It is important in photocopying and reproducing professional work that copyright laws are respected. Some of the classes of work which are relevant to psychologists and are covered by copyright legislation include:

1. Books, pamphlets, annual publications, etc.
2. Periodicals, including journal articles, newspapers, reviews, newsletters, etc.
3. Lectures including public addresses, monologues, etc.
4. Photographs
5. Motion pictures
6. News strips, travel films, documentaries, etc.
7. Sound recordings

Generally, permission to reproduce these works for educational purposes may be obtained from those holding the copyright.

You are urged to become familiar with the copyright regulations. Documents entitled INSTRUCTIONAL IMPLICATIONS OF NEW COPYRIGHT LAW AT NOVA UNIVERSITY and GENERAL INFORMATION ON COPYRIGHT pertain to the copyright issue and can be obtained through the Department Chair's office.

Manuscript Style

Manuscripts (including research proposals, formal class papers, etc.) must be written in the style recommended by APA. All students should purchase the latest edition of the Publication Manual of the American Psychological Association early in their training experience. Copies may be ordered from:

Publication Sales
American Psychological Association
1200 Seventeenth St., N. W.
Washington, D. C. 20036

Student Carrels

Student carrels are located in Rooms 302, 303, 304, 305, and 306 in the Mailman-Hollywood Building. To the extent of availability, students are provided with shared carrel space and students should select an available carrel of their choice during orientation. This choice should be recorded with the Office of the Chair of the Department. Students may obtain a key for their carrel from the Chair's office.

Use of Carrel Phones

Each carrel room has a phone for student use. Students may make local calls of a professional or personal nature, although the latter should be limited. During the

"internship season" the switchboard operator is authorized to allow designated students to make and to receive long distance calls.

Mailboxes and Notice Board

All doctoral students are assigned a mailbox by the Department Chair's secretary. You may use this address to receive personal/professional mail. However, you must provide postage for all personal outgoing mail. In addition, a Ph.D. notice board is located on the third floor outside Room 324. Important notices and messages will be placed there regularly.

Interruption of Study

Under special circumstances, students needing to interrupt their study may be permitted a leave of absence. This request should first be discussed with the student's advisor. Then, if deemed appropriate, the request should be formally presented to the Director of Clinical Training for consideration.

Licensure/Certification

Information of the licensing/certification requirements of psychologists for the State of Florida and a number of the other states may be obtained from the Office of the Director of Clinical Training. In addition, the Director maintains a listing of the addresses and phone numbers of the Boards of Psychology in each state.

Policy Regarding Transfers Between the Ph.D. and the Psy.D.
Programs

It is the policy of the Behavioral Sciences Center that doctoral students in clinical psychology should preselect either the Ph.D. or the Psy.D. program prior to making application for admission. The programs are distinctive in focus and it is hoped that student applicants will be able to discriminate between them and make an appropriate choice.

From time to time situations occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and that they believe they would function better in the other one. While not encouraging inter-program transfers, the Center recognizes the legitimacy of such decisions and permits them.

Students in either doctoral program desiring to transfer to the other must follow the steps outlined below:

1. First, the student should consult with his or her advisor. Ph.D. students should then consult with the Director of Clinical Training and Psy.D. students with the Director of Academic Affairs.
2. Thereafter, the student should make application to the program to which he or she wishes to transfer. Such application should be accompanied by a statement of standing including all relevant information about the student from the advisor and the Director of Clinical Training or the Director of Academic Affairs.
3. Finally, the student should submit a petition to the Director of the Behavioral Sciences Center requesting permission to transfer programs. The petition should set forth definitive reasons for the desired transfer. Also, the petition must be accompanied by the written statement from the student's advisor and from the Director of Clinical Training.

After receiving a student's petition to transfer programs, the Director of the Behavioral Sciences Center will weigh the merits of the petition and decide to permit the transfer or not to permit the transfer. The Director may involve faculty and/or administrators of both programs in the deliberations.

PROFESSIONAL INTERESTS OF CLINICAL PH.D. FACULTY

- Nathan H. Azrin, Ph.D., Harvard University, Professor (Director of Psychology Clinic). Depression; marital and couple counseling; juvenile delinquency; nervous habits; muscular tics; stuttering and dysfluencies; self-stimulation; self-injurious behavior; toilet training; vocational counseling and placement; classroom management and school related problems; alcoholism; retardation.
- David F. Barone, Ph.D., University of California, Associate Professor (Director of Human Sciences, Nova College). Social learning theory; self-attributions; stress in the workplace; social-skills assessment and training; teaching of psychology.
- Joseph W. Bascuas, Ph.D., Temple University, Assistant Professor. Juvenile delinquency and crime; depression; self-concept and self-attributions; community psychology; assessment and intervention with children, adolescents and families; assessment and intervention with Hispanic populations.
- Glenn Ross Caddy, Ph.D., University of New South Wales, Australia, Professor (Director of Clinical Training). Dynamics and management of addictive behavior; treatment outcome and aftercare evaluation research; cognitive behavior therapy and behavioral medicine; divorce meditation evaluation research and child abuse; work stress research and the interface between clinical and industrial organizational psychology; recent models of educating psychologists.
- Brian Campbell, Ph.D., University of St. Andrews, Scotland. Assistant Professor. Lifespan developmental disabilities-mental retardation and other handicapping conditions; applied behavior analysis--behavior problems of children and adults; communication--speech and language development and pathology--remediation by means of prosthetic devices.
- Frank A. DePiano, Ph.D., University of South Carolina, Associate Professor (Department Chair). Hypnosis; neuropsychology; child and adolescent psychotherapy and psychodiagnostics; community psychology.
- Mary Ann Douglas, Ph.D., University of Utah, Assistant Professor. Family violence; verbal interaction processes in long-term relationships; assessment and intervention with distressed relationships; the divorce process.

John M. Flynn, Ed.D., University of Florida, Professor
(Director, Behavioral Sciences Center). Modification of
behavior in children; foster care.

Alan D. Katell, Ph.D., West Virginia University, Assistant
Professor. Childhood and adult obesity--especially
functional analyses of eating and exercise behaviors;
assessment and treatment issues in job-related stress;
psychological factors in cardiac rehabilitation; health
risk factor reduction; behavioral medicine.

Leo J. Reyna, Ph.D., University of Iowa, Professor.
Behavioral analysis and therapy of depressed behavior;
operant-responder interactions; the role of verbal events
in therapy; theories of therapy; analysis and therapy of
interpersonal interactions.

Barry A. Schneider, Ph.D., Columbia University, Associate
Professor (Director of Master of Science Programs).
Psychodiagnosis and personality evaluation; individual
psychotherapy; childhood psychoses, especially nonverbal
indices of sensory-motor development; borderline
personality phenomena; assessment and treatment.

Edward R. Simco, Ph.D., Nova University, Associate Professor
(Director, Computer Center). Computer simulation of
experimental design techniques; application of statistical
techniques to single subject experimental designs; power
analysis of small sample ANOVA models.

LIST OF ADVISORS 1984-85Nathan Azrin

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*Scott Reisman	Miami VA
*Cindy Tyner	Miami VA
*Greg Pye	Alabama VA
*Alec Rotholc	SUNY
Peter Bernstein	Boston University
*Cindy Nigro	Jefferson Medical College
*Barbara Winter	Case Western

*APA Approved

